



Teach First

20 years

of Teach First

OUR IMPACT 2003 - 2023

In **20 years**, we've supported more than **two**

million

pupils to fulfil their **potential**



BETTER GCSE RESULTS

GCSE attainment increases in departments with Teach First trainees compared to similar departments or schools without Teach First trainees. [1]

MORE ATTEND UNIVERSITY

Schools with Teach First trainees subsequently see a rise in the proportion of students who go on to attend university – an increase not seen in comparable schools. [2]

MORE REACH TOP UNIVERSITIES

Employing Teach First trainees is also associated with a greater increase in the proportion of pupils who go on to attend a Russell Group university than comparable schools without Teach First trainees. [3]

BETTER OPPORTUNITIES AFTER SCHOOL

Young people who attended a school with a Teach First trained careers leader are more likely to be in education, work or training in the long-term. [4]

"All it takes is that one teacher to make the difference. That teacher was mine."

Umair Afzal, student at University of Leeds School of Dentistry, and former pupil at Royds Hall in Kirklees, a Teach First partner school.

"Being from a working-class background in Huddersfield, I knew the difference a good teacher could make. Without one teacher in particular – Lily, a Teach First trainee – I never would have been able to push myself to reach my full potential.

"Before Lily we had a high turnover of teachers. When we realised that we had a consistent and passionate teacher in Lily, we focused better in lessons and became more engaged in our education.

"In Year 10, Lily set us a presentation task on diversity issues in the media, which was terrifying as I'd never done any public speaking before. That presentation made me realise that I'm capable of so many things, and I shouldn't shy away from putting myself out there.

"I went on to study biology, chemistry and maths at college and eventually start my degree in dentistry at the University of Leeds.

"In professions like dentistry, it's not an even playing field. It's important to have a strong network of professionals to lean on for support, and that's something I didn't have whilst I was at school. What I did have, thanks to Lily, was the ability to communicate effectively and show compassion, so I could build up my own network.

"If it wasn't for teachers like Lily, putting so much effort and enthusiasm into making education vibrant and interesting, young people wouldn't be able to get to where they want to go."





How we got
here

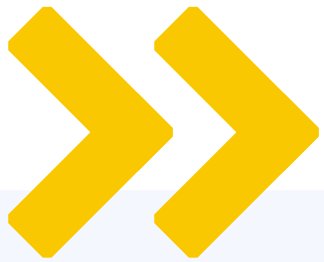
Two decades of transforming opportunities for
the children who need it most.

Twenty years ago, for a child growing up in poverty, your chances of succeeding in school were small. And nowhere was that more apparent than in London.

Teach First founder Brett Wigdortz saw that schools in deprived communities faced the biggest challenges in helping their pupils thrive. A lack of high-quality teachers and leaders made the job even harder.

Your educational achievement was (and still is) one of the biggest factors determining your chances in life, your future earnings and even your life expectancy [5]. But without the right support to achieve those grades, gain skills and grow in confidence, too many pupils missed out. And society was poorer for it.

To unleash the potential in every child, schools needed more highly skilled, well supported teachers and school leaders who had high expectations for their pupils. And beyond that, we needed champions across all of society to drive change, transform opportunities for young people and empower whole communities.



"Teach First made a disproportionate contribution to the transformation of London schools."

Centre for London and CfBT Education Trust [6]

Progress in London

When we started out, schools in London were among the least likely in the country to be rated good or above for teaching quality.[7] Today the opposite is true.

The educational attainment gap between pupils growing up in poverty and their peers is now smaller in London than anywhere in the country. Children from low-income communities in Inner London are almost as likely to pass their English and maths GCSEs as the average child elsewhere in the country (65% vs. 68%). [8]

Centre for London and CfBT highlighted that **"Teach First teachers are concentrated in the challenging schools which have seen the greatest improvement."**[9]

This shows that with a powerful community of leaders across society and continued investment, transformation is possible.

But there's a long way to go, in London and beyond. Young people from low-income backgrounds are still more likely to be out of sustained work or education altogether than they are to go to university.[10]

Access to opportunities, jobs, university and apprenticeships alike are often even harder to come by outside of London.

To rise to the challenge we expanded our work to every region of England, placing around 65% of our trainees in locations beyond London each year.



Great teachers and
inspiring
leaders

We set out on a mission to support more talented people to become high quality teachers and leaders in schools in low-income communities.

In 2003, 186 ambitious graduates stepped into classrooms ready to make a difference for the children facing the biggest barriers.

Since then, we've recruited and developed **16,000 new teachers** working in schools serving low-income communities – half of whom are still teaching today, despite only committing to two years. Beyond their initial training, these teachers are staying in schools serving the poorest communities – more than teachers who trained via any other route.

The majority of our recruits teach subjects where there are the most vacancies. Last year, we recruited 10% of modern foreign language teachers in England and 9% of all new maths teachers.[11]

IN 2022 TEACH FIRST RECRUITED



We've driven campaigns that raise the status of the teaching profession and have been a leading **Times Top 100 Graduate Employer for over a decade.**

Our support for new teachers has been rated Outstanding by Ofsted in all areas for our Training Programme [12] and Early Career Framework [13], with Ofsted noting that tackling disadvantage is at the heart of our work.



We've recruited 16,000 new teachers across England



With the right training and support these recruits are developing into the leaders that the next generation need. And they're needed now more than ever, with around a third (31%) of senior leaders leaving their post within five years, and more than half (53%) of them quitting teaching in state-funded schools altogether. [14]

Four years into teaching, **50%** of people who've completed our Training Programme are in middle leadership positions. [15] And they are **12 times more likely** to move into senior leadership positions within three years compared to teachers who trained at university. [16] **Around 100** are now headteachers.

Thousands of teachers have joined one of our leadership programmes at a later stage in their career. And **88%** who completed a leadership programme with us that includes a National Professional Qualification **say it was effective at equipping them to be a leader.**

It's rare for schools to make leaps in progress and go from being rated Requires Improvement to Outstanding in one Ofsted review period. Two schools have achieved this, supported by Teach First's Leading Together programme.



Four years into teaching,

50%

of people who've completed our Training Programme are in middle leadership positions.



Beyond the

classroom

To give every young person the choices and chances they deserve we need a growing movement of leaders in all fields.

Pupils facing the biggest barriers to success need champions, across all of society. To open doors and to drive resources to the schools that are too often at the back of the queue for support.

Ambassadors of our Training Programme (those who have completed the two years of training in the classroom) can be found in a wide range of professions, continuing to make their mark for children with the fewest opportunities.

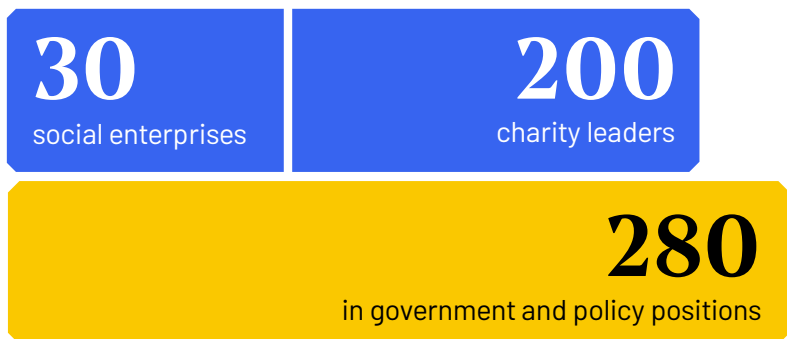
Many work in roles across the education sector. And 280 are working in government and policy positions. We have ambassadors working in business who are now leading corporate social responsibility teams and shaping the social mobility agenda in their organisations. Thirty social enterprises have been founded and around 200 of our ambassadors work in senior positions in the charity sector.

We've connected the voices of teachers and young people with our research expertise to influence policy and the investment of billions of pounds in schools, including specific initiatives to empower children who are growing up in poverty.

Our charity's supporters provide opportunities for teachers and pupils alike so that they thrive together. From coaching to work experience, to delivering thousands of laptops to pupils during the pandemic when schools were shut.

This growing movement of leaders is shaping the system so that every young person can fulfil their potential.

OUR AMBASSADORS



Thousands of laptops to pupils during the pandemic



Increasing
diversity

To create a more equitable society we need greater diversity in leadership across all institutions. The greater the diversity, the more successful the organisation - and the same goes for schools.



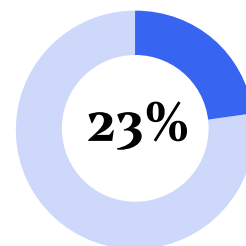
We believe that schools should reflect the communities they serve and support pupils to grow and thrive in an environment of diverse role models. This benefits all pupils, bringing different perspectives to the classroom and enriching their education experience.

Research from the United States has shown that being taught by same-race teachers has a positive impact on the educational outcomes of pupils from ethnic minority backgrounds, especially Black pupils [17], with evidence that these young people score more highly on tests when working with a Black teacher. [18]

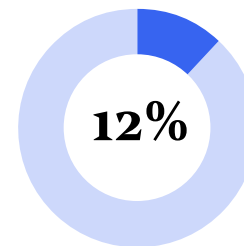
Last year:

- 48% of trainees that joined our Training Programme were the first generation in their family to go to university
- 23% identified as LGBTQ+
- 12% had a disability
- 67% were women
- 24% were from Black, Asian and minority ethnic backgrounds
- We were the second largest recruiter of BAME teachers in the country

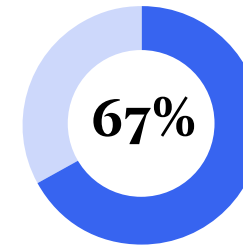
We're striving to continually increase the diversity of the people we support to develop their careers in schools, and we're working with leaders so that schools become increasingly inclusive places where everyone can progress.



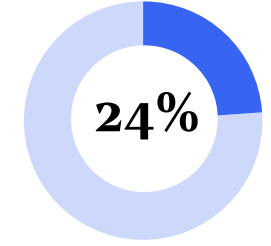
identified as LGBTQ+



had a disability



were women



were from Black, Asian and minority ethnic backgrounds



48% of trainees were the first in their family to go to university

The growing
challenge

ahead

Wherever you are in the country, young people from low-income backgrounds are more likely to be out of sustained work or education altogether than they are to go to university.





Together over the past 20 years, we've improved the life chances and choices of over two million pupils. Thank you for the role you've played in that progress.

But the pandemic jolted everything back. Too many young people were locked out of learning and formative experiences, and the scars will last a lifetime unless we act.

If progress continues at the current rate, it will take **over a century** until pupils who are growing up in poverty leave school with the same grades as those from wealthier homes. [19]

These pupils are **three times as likely** to need to claim benefits at age 30 compared to their peers. [20]

Getting good grades and access to better opportunities is the foundation of beating those odds. [21]

With the rising cost of living, and an increasingly high bar to gaining secure employment, the stakes are rising. For our children. And our society.

Education is our most powerful tool to help every child fulfil their potential.

It's our most potent tool to power up our economy.

By 2030, we want every child to have the future of their choice.

It starts with a great education. But it doesn't end there. Children need the skills, connections and confidence to live the lives they want. Empowered to fulfil their potential and make a positive impact. This impact ripples out through their families, workplaces, communities, cities and society.

This is how we create change.



Join us and help give every child the chance at a brighter future.

References

- [1] National Foundation for Educational Research (NFER), [The impact of the Teach First Training Programme on schools and pupils](#), 2023
- [2] National Foundation for Educational Research (NFER), [The impact of the Teach First Training Programme on schools and pupils](#), 2023
- [3] National Foundation for Educational Research (NFER), [The impact of the Teach First Training Programme on schools and pupils](#), 2023
- [4] Claire Critchley, [How careers leaders are levelling up our pupils' life chances](#), 2022
- [5] Department for Education, [GCSE Attainment and Lifetime Earnings](#), 2021 and V. Raghupathi and W. Raghupathi, [The influence of education on health: an empirical assessment of OECD countries for the period 1995–2015](#), Archives of Public Health, 2020
- [6] Sam Baars et al., [Lessons from London Schools: Investigating the Success](#), Centre for London, 2016
- [7] Sam Baars et al., [Lessons from London Schools: Investigating the Success](#), Centre for London, 2016
- [8] Department for Education, [‘KS4 local authority characteristics data’ from ‘Key Stage 4 performance’](#), 2023. In 2022 65% of disadvantaged children in Inner London passed maths and English GCSEs compared to 65.8%, 66.2% and 66.6% of all children in the North East, North West and West Midlands respectively.
- [9] Sam Baars et al., [Lessons from London Schools: Investigating the Success](#), Centre for London, 2016
- [10] Teach First, [Stark destination gap: disadvantaged pupils twice as likely to be out of work or education as their wealthier peers](#), 2022
- [11] Department for Education, [Initial Teacher Training Census](#), 2022
- [12] Ofsted, [Initial teacher education report](#), 2023
- [13] Ofsted, [Early career framework report](#), 2023
- [14] National Association of Headteachers, [Gone for good: Leaders who are lost to the teaching profession](#), 2022
- [15] National Foundation for Educational Research (NFER), [The progression and retention of Teach First teachers](#), 2023
- [16] National Foundation for Educational Research (NFER), [The progression and retention of Teach First teachers](#), 2023
- [17] Gershenson et al., [The Long-Run Impacts of Same-Race teachers](#), 2018
- [18] Redding et al., [A Teacher Like Me: A Review of the Effect of Student–Teacher Racial/Ethnic Matching on Teacher Perceptions of Students and Student Academic and Behavioral Outcomes](#), 2019
- [19] Jo Hutchinson et al., [Education in England: Annual Report 2018](#), Education Policy Institute, 2018
- [20] Julius et al., [Investigating the potential use of long-term school and college destination measures](#), National Foundation for Educational Research, 2022. N.B. Due to the rounding of data, some values do not equal 100%
- [21] Department for Education, [GCSE Attainment and Lifetime Earnings](#), 2021 and The Impetus Foundation, [The Impact of English and Maths](#), 2020

**Teach First is a charity
that believes education
is the most powerful
tool to help a child
fulfil their potential.**

teachfirst.org.uk

Teach First is a registered charity, no. 1098294



Teach First